UNIVERSITY of West Georgia

RICHARDS COLLEGE OF BUSINESS

ABED 6106: Evaluation and Testing in Business Education
Spring 2015

Course Syllabus

Course Information

Level	: Graduate
Credit	: 3 semester hours.
Meetings	: This is primarily an online class. All course material will be available on the UWG CourseDen platform.
Course Web site	: http://webct.westga.edu or http://westga.view.usg.edu
Instructor	: Dr. Sunil Hazari, Professor, Business Education Dept. of Marketing & Real Estate, Richards College of Business
E-mail	: Use email feature within CourseDen
Web	: http://www.sunilhazari.com/education
Phone	: 678-839-4842
Fax	: 678-839-5358
Office	: Room 2312 Miller Hall
Office Hours	: Tuesdays, 11:00 a.m.–4:00 p.m. (appointments preferred)

Catalog Description

The purpose of this course is to acquaint students with methods of evaluation and testing in business education. Students will be exposed to essential concepts and skills of measurement and assessments topics such as standardized testing, portfolios, developing constructed/selected response tests, reliability, validity, and assessment-based grading.

Course Textbook and other Materials

1) Classroom Assessment – What Teachers Need to Know (7th Edition).
   W. James Popham (2014). Allyn & Bacon Publications. ISBN 0-13-286860-1.
2) Journal articles and Web Sites (URL's will be provided by instructor)

Recommended Reading:
Any statistics book that covers basic information on descriptive statistics (such as mean, variance, correlation etc.)

Course Objectives

- Investigate different types of formal and informal assessments that inform instructional practice
- Discuss strengths and weaknesses of using standardized tests that are designed around local, state, national standards
- Develop valid and reliable evaluation instruments
- Conduct item analysis of selected responses tests, and interpret results using statistical measures
- Discuss ethical and legal considerations relating to assessment
- Critique published research studies on the topic of evaluation and assessment

Grading

Readings, Discussions	50%
Journal Article Critique (5)	30%
Group Project	20%

The nature of this course relies heavily on research and discussion. All class discussions will take place online in asynchronous format (discussion board). Students are expected to read assigned class material during each week and participate **actively** in discussions.

Feedback from Instructor: Feedback is an integral part of enhancing learning in all courses. The instructor will post numeric scores for each assignment that are indicators of feedback to students. Assignments are usually graded out of 5 points. A 5 point score indicates the student is doing excellent work in class; a 4 point score indicates the student is doing well but can improve slightly. A score of 3 points is average and anything less is unsatisfactory. See last page of this Syllabus for Grading Rubric that will be used in the course.

A single low score will not affect the overall grade because of the number of assignments, and the weights given to each category of assignment, but students should make every effort to understand the reason for their low scores. If needed, it is the **responsibility of the student** to request additional specific feedback from the instructor. A meeting with the course instructor is strongly recommended to understand cause of low score, and what can be done to improve performance in the course. Students are responsible for tracking grades in the spreadsheet template that will be provided by the instructor. **Any concerns about assignment grades should be discussed with the instructor within FOUR days of the grade being posted or the grade stands as assigned.** At the end of the term, percentage scores will be used to assign letter grades as follows: A=90-100%; B=80-89%; C=70-79%; F= Less than 70%

Policy on Late Assignments: Discussion board topics are locked after the due date has passed (For due dates, see course schedule). It is therefore important that students post information to the discussion board within scheduled period to receive proper credit. Late assignments will be accepted for partial credit only (25% reduced each day) but will need to be e-mailed to the instructor from CourseDen. Since the nature of the course relies primarily on active discussion during the week, students

submitting late assignments will have to do additional work to make up for missed discussions. The instructor must approve any deviations or substitutions for required assignments in advance. Students should inform the instructor (by e-mail or phone) of any extended absences, or inability to complete assignments on time before the assignment is due. Also, the instructor must approve this and will notify the student of such approval. Without this approval, assignments will not be considered for grading purposes. Since this class relies heavily on use of technology, students should make alternate arrangements to have access to another computer in case of primary computer problems. Information Technology Support (http://www.westga.edu/~techlife/) or CourseDen support (http://www.westga.edu/webct) should be consulted for questions about technology related issues.

Assignments

Readings Discussion: Participation in class discussions is an integral part of this course. Since this class will be taught in an online asynchronous environment, students are expected to complete all assigned readings, and participate in discussions. The nature of online learning requires self-discipline and commitment. Every student is a resource and contributor to the class. Researchers have called this "knowledge ecosystems" where groups of people are engaged in collective inquiry to enhance their personal knowledge and application of the knowledge to work situations. Although classes do not meet at a specific location on campus during the week, there are deadlines for assignments to be completed, therefore it is recommended that students use effective time and project management skills to complete and submit high quality work on time. It is also strongly recommended that students keep copies of discussion postings, file attachments, and e-mail messages in case these need to be produced in response to discussions or grade appeals for the course.

Questions from the textbook and other online readings will be posted in the discussion forum each week. Students will be asked to look up journal articles and post critiques of these articles that are related to textbook readings. Based on these articles and readings, students are required to participate in class discussions. Adequate justification for any statements or recommendations made must be provided. Use best practices examples from business and education whenever possible, and provide links to external resources to help other students understand your statements or recommendations. It is equally important for students to respond to question/comments posted by other students and the instructor rather than just providing their views on the reading. This ensures critical analysis and exposes the student to different views that emerge in group discussions. If requested, students can also be given an opportunity to lead weekly class discussions.

For an example of exemplary discussion post, see:
http://www.sunilhazari.com/education/courses/gooddiscussion.htm

Note: As mentioned above, discussion board topics are locked when the week ends (see schedule). It is therefore important that students post information to the discussion board within scheduled period to receive proper credit.

Journal Article Critiques: One of the goals of any program is to evaluate critical thinking skills of students. This objective can be met by completing journal article

critiques. Using peer-reviewed journals (e.g. the Practical Assessment, Research and Evaluation Journal available online from http://pareonline.net), students will critique articles on Evaluation and/or Assessment topics that impact the field of Business Education, and post this information to the discussion board. There will be a total of 5 critiques required during the semester. No more than two critiques can be from the same journal. Critiques on articles posted by another student cannot be repeated. Students should use the following format to post critiques (also graded according to following criteria and items in the discussion rubric): Title of article, Summary of article, findings reported by authors, your detailed analysis (this is the most important part of the critique where you bring forth questions, comments, insight, analysis, counter-arguments etc. based on textbook and external readings), **a separate detailed paragraph on how this article is relevant to Business Education with one reference**, and complete reference in APA format. Students are required to respond to critiques posted by other students.

For an example of exemplary Critique main post, see:
http://www.sunilhazari.com/education/courses/sample_critique.htm

Graduation Requirement: *(Note: This section applies only to Business Education (M.Ed) non-certification majors).* Each critique is assigned 5 points. As mentioned above, five critiques are required for a total of 25 points. To successfully meet graduation requirements, students should score at least 20 points on the critiques. If a student fail to attain 20 points after all critiques have been graded, an additional critique which has different requirements will be assigned based on article selected by the instructor. For the purpose of graduation requirement calculation only, the lowest critique grade will be replaced by the grade of this new critique assignment. (For course grade calculation, the original critique score stands as assigned). Should a student still not attain 20 points after this calculation, the student will be considered to have not met graduation requirements as outlined in this course. However, receiving an "F" grade in the course for any reason will indicate that graduation requirement has not been completed. Students who have not successfully completed graduation requirements at the end of the course should contact the Business Education Program Director.

Group Project: Working in groups of two students (no exceptions!), a group project will need to be completed by the end of term. Students are responsible for reviewing information and interests of other students in class, and forming a group. The purpose is three-fold: 1) to create a product that is meaningful, and 2) to experience the dynamics of working in virtual teams, and 3) to get experience in conducting field research.

Because of the nature of this project, at least one member of the group must have access to students (or participants) willing to complete a questionnaire. Communication plays a very important part in group work so when selecting a group partner, students are advised to make expectations clear on their availability, schedule, area of interest etc. while selecting a group partner for this major project. A Partner Evaluation Form (PEF) will have to be completed at the end of the project. The group project involves creating an Instrument in the domain of Business Education, and completing its Item analysis, Reliability, and Validity analysis. The deliverable for this project is a paper suitable for publication in a research journal. Format for the paper and additional details will be provided by the instructor.

Academic Honesty Policy

The following is information from University of West Georgia Student handbook honor code: http://www.westga.edu/~handbook/hb3.php?page=honorcode :

UWG Honor Code

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

Definitions:
Cheating: "using or attempting to use unauthorized materials, information or study aids"
Fabrication: "falsification or unauthorized invention of any information or citation"
Plagiarism: "representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged"

Based on above definition, copying word-for-word information (such as phrases/sentences/paragraphs from a journal article, book, online information), from any source and providing a reference, but not enclosing information copied in double quotes as required per APA format (see APA manual, 5th edition) is considered plagiarism in this course since the absence of quotation implies the students' work is original. In case this is found, the assignment will be assigned zero points for such infraction and there will be no opportunity to submit the assignment again for grade. The instructor may use external services/software to check originality of students' work. Furthermore, if any such infraction is found at any time during the semester, the instructor reserves the right to review any/all previously graded assignment(s) to check for the violation, and if found, change the student's score on those assignments to zero. Repeated violations will result in "F" grade for this course and the case will be forwarded to VPAA office for further sanctions from the University.

Tip: Direct quotations of another author's work should be followed by the author's name, date of publication, and the page(s) on which the quotation appears in the original text. (For online sources, paragraph numbers may be used)

Example 1: Brown (2010) stated, "the value of business education is recognized by most organizations" (p. 45).

Example 2: "In most organizations, information is considered to be a major organizational asset" (Smith, 2012, p. 35-36), and must be carefully monitored by the senior management.

For additional information on acceptable/unacceptable cases of referencing (including difference between Paraphrasing and Plagiarism), see:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original

Other resources:
http://panther.indstate.edu/tutorials/plagiarism
http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm

http://tinyurl.com/2f91b88 (NY Times discussion and reader comments on Plagiarism in the Digital age)

Also refer to APA Publication manual (6th edition).

Student Rights and Responsibilities: Please review the information at the following link:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

The document at this link contains important information pertaining to your rights and responsibilities in this class.